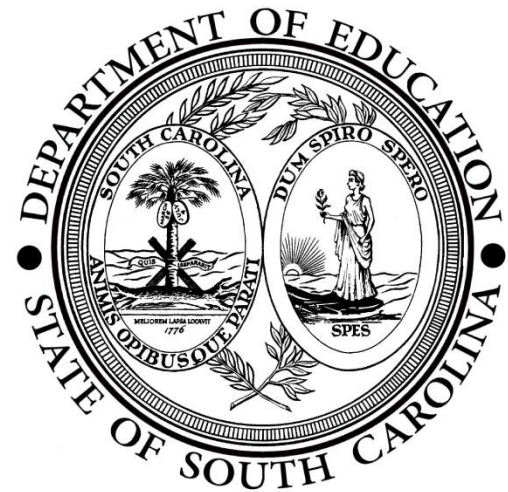


Grade 8

Emanuel A.M.E./Government – Does  
tragedy inspire change?

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
July 2016



<b>Grade 8/South Carolina: Does tragedy inspire change?</b>
This unit focuses on contextualization and synthesis, Social Studies skills, and citing evidence and writing, literacy skills, and communication. Students will compare and contrast, take a stance and support it with evidence, create a policy, and write to their legislator. These tasks will require critical thinking, communication, creativity, and self-direction, attributes in the Profile of the South Carolina Graduate. This instructional plan is intended for 4 days of approximately 60 minutes per day of instruction.
<b>Standard(s) and/or Indicator(s)</b>
<p><b><u>Targeted:</u></b></p> <p><b>Standard 8-3: The student will demonstrate an understanding of South Carolina’s role in the development of the new national government.</b></p> <p>8-3.3 Explain the basic principles of government as established in the United States Constitution.</p> <p><b>ELA Informational Text</b></p> <p><b>Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</b></p> <p>5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELA Writing</b></p> <p><b>Meaning, Context, and Craft Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p>1.1 Write arguments that: a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources; d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence; e. develop the claim and counterclaims providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. provide a concluding statement or section that follows from and supports the argument.</p> <p><b><u>Embedded:</u></b></p> <p>ELA Communications</p> <p><b>Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</b></p> <p>1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. 1.2</p>

Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations. 1.3 Apply effective communication techniques based on a variety of contexts and tasks. 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas. 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.
<b>“I Can” Statements</b>
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> <li>• <i>Day 1: I can summarize how a bill becomes a law in South Carolina House of Representatives and in the United States House of Representatives. (8-3.3)</i></li> <li>• <i>Day 2: I can compare two tragedies and their subsequent, if any, policy changes. (8-3.3)</i></li> <li>• <i>Day 3: I can participate in a Socratic Seminar stating claims and using evidence to support my claims. (RI 5.1)</i></li> <li>• <i>Day 4: I can write an argument letter to a legislator encouraging him or her to introducing your idea as legislation that, if enacted, would be a policy based on a tragedy. (W 1.1)</i></li> </ul>
<b>Essential Question(s)</b>
<p>This is a <b>suggested</b> essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• Does tragedy inspire change?</li> </ul>
<b>Academic Vocabulary</b>
<p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> <li>• Bill</li> <li>• Law</li> <li>• Amend</li> <li>• Policy</li> <li>• Legislation</li> </ul>

<b>Prior Knowledge</b>
4-4.2 Explain the structure and function of the legislative, executive and judicial branches of the federal government.
<b>Subsequent Knowledge</b>
8-3.4 Analyze the position of South Carolina on the issues that divided the nation in early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France

and England and the War of 1812.

### Potential Instructional Strategies

**Day 1 Learning Target:** *I can summarize how a bill becomes a law in South Carolina House of Representatives and in the United States House of Representatives. (8-3.3)*

**Video** – Watch a video of Superintendent Spearman explaining how a bill becomes a law.

**Activity** – Students use their knowledge from Superintendent Spearman’s video clip to create a flowchart of the bill process in South Carolina.

**Comparison** – Compare Superintendent Spearman’s explanation to the national process of a bill becoming a law using a Venn Diagram and the following explanation of the United States House of Representatives process, <http://kids.clerk.house.gov/grade-school/lesson.html?intID=17>

**Day 2 Learning Target:** *I can compare two tragedies and their subsequent, if any, policy changes. (8-3.3)*

**Primary Sources:** Compare two tragedies – one that led to a policy change and one that did not lead to a policy change.

<http://www.edweek.org/ew/articles/2000/04/12/31jason.h19.html> and [http://www.scstatehouse.gov/sess119\\_2011-2012/bills/4690.htm](http://www.scstatehouse.gov/sess119_2011-2012/bills/4690.htm)

<https://www.youtube.com/watch?v=XAD-CdQ3088&noredirect=1> and [http://www.buckleupsc.com/open\\_bed\\_truck\\_law.asp](http://www.buckleupsc.com/open_bed_truck_law.asp)

**Reflection:** Why did one tragedy inspire change but the other did not?

**Day 3 Learning Target:** *I can participate in a Socratic Seminar stating claims and using evidence to support my claims. (RI 5.1)*

**Video** – Watch a news clip from the Emanuel 9 (examples)

- <http://video.scetv.org/video/2365784719/>

- <http://scetv.pbslearningmedia.org/resource/8b7a4df9-c62c-4df1-bd18-cafd6ec6d68f/gunman-shoots-nine-people-at-charleston-church/>

**Socratic Seminar** – How do we react to tragedy with policy? Participate in a Socratic Seminar stating your claims and using evidence to support your claims. Following the Socratic Seminar, summarize your stance and the arguments against it. Procedures for a Socratic Seminar: <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

**Day 4:** *I can write an argument letter to a legislator encouraging him or her to introducing your idea as legislation that, if enacted, would be a policy based on a tragedy.* (W 1.1)

**Create** - Create a policy that you would have enacted following the historic flooding in October 2016 in South Carolina or another recent event.

**Letter Writing** - Write your legislator and encourage him or her to introducing your idea as legislation that, if enacted, would be a policy based on a tragedy.

#### Potential Assessment Task

Day 1: Venn Diagram, Comparison (8-3.3)

Day 2: Reflection (8-3.3)

Day 3: Socratic Seminar (RI 5.1, M&C 1)

Day 4: Creating a policy & letter writing (W 1.1)

#### Resources

ETV. (2016). *Remembering Charleston*. Retrieved from <http://video.scetv.org/video/2365784719/>

Facing History. (2016). *Socratic seminar*. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

Jason Flatt Act, South Carolina §A170, R194, H4690 (2012).

- KCCI (Producer). (2007). Woman killed, firefighter injured after falling off pickup [YouTube]. Retrieved from <https://www.youtube.com/watch?v=XAD-CdQ3088&noredirect=1>
- PBS & WBGH Educational Foundation. (2016). Gunman shoots nine people at Charleston church. Retrieved from <http://scetv.pbslearningmedia.org/resource/8b7a4df9-c62c-4df1-bd18-cafd6ec6d68f/gunman-shoots-nine-people-at-charleston-church/>
- Police body cameras bill signed into law without Walter Scott's name. (2015, June 10). *Charleston Post and Courier*. Retrieved from <http://www.postandcourier.com/article/20150610/PC1603/150619924>
- Portner, J. (2000, April). Jason Platt 1981-1997. *Education Week*, 31 (19). Retrieved from <http://www.edweek.org/ew/articles/2000/04/12/31jason.h19.html>
- South Carolina Department of Education. Profile of the South Carolina Graduate [PDF document]. Retrieved from [http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate\\_Updated.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf)
- South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>
- South Carolina Department of Public Safety. (2013). *Buckle up South Carolina*. Retrieved from [http://www.buckleupsc.com/open\\_bed\\_truck\\_law.asp](http://www.buckleupsc.com/open_bed_truck_law.asp)